Education Board

APPENDICES

Date:	**THURSDAY, 13 SEPTEMBER 2018**
Time:	**3.00 pm**
Venue:	**COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL**

Members: Henry Colthurst (Chairman)
Ann Holmes (Deputy Chairman)
Randall Anderson
Deputy Keith Bottomley
Alderman Peter Estlin
Stuart Fraser
Caroline Haines
Christopher Hayward
Alderman William Russell
Ruby Sayed
Deputy Philip Woodhouse
Tim Campbell
Deborah Knight
Veronica Wadley

Enquiries: **Alistair MacLellan**
Alistair.MacLellan@cityoflondon.gov.uk

NB: Part of this meeting could be the subject of audio video recording.

John Barradell
Town Clerk and Chief Executive

AGENDA

6. **GOVERNOR APPOINTMENTS UPDATE**
   Report of the Director of Community and Children's Services.

   For Information
   (Pages 1 - 8)

7. **EDUCATION, SKILLS AND CULTURAL AND CREATIVE LEARNING STRATEGY ANNUAL ACTION PLAN 2018-19**
   Report of the Strategic Education, Culture and Skills Director.

   For Information
   (Pages 9 - 14)

8. **DIGITAL SKILLS STRATEGY FOR 2018-23**
   Joint Report of the Director of Community and Children's Services and the Director of Economic Development.

   For Information
   (Pages 15 - 22)

15. **SAFEGUARDING UPDATE**
    Report of the Strategic Director for Education, Culture and Skills.

    For Information
    (Pages 23 - 24)

16. **UN-VALIDATED 2018 RESULTS DATA FOR CITY FAMILY OF SCHOOLS**
    Report of the Strategic Director Education, Culture and Skills.

    For Information
    (Pages 25 - 32)

18. **GATEWAY 5 - GALLEYWALL PRIMARY SCHOOL - TENDER AWARD**
    Report of the City Surveyor.

    For Information
    (Pages 33 - 34)

Appendix 1

City Corporation's Family of Schools - governing body membership

City of London Academies Trust (04504128):[1]

City of London Primary Academy Islington

Name	Basis of Appointment:
Ann Holmes, CC - Chairman	Appointed by the Trust Board
Nick Bensted Smith, CC	Appointed by the Trust Board
Norma Dews	Appointed by the Trust Board
Ena Harrop[2]	Appointed by the Trust Board
Gerald Mehrtens[3]	Appointed by the Trust Board
Mary Robey	Appointed by the Trust Board
Frazer Swift	Appointed by the Trust Board
Kim Clapham	Headteacher – Ex officio
Celia Orford	Staff Governor (Teaching)
VACANCY*	Staff Governor (Non-Teaching)
Georgia Dehn	Parent Governor (elected)
Jillian Jones	Parent Governor (elected)

*The City of London Primary Academy Islington is in the process of finding a non-teaching staff member to take on the role

Southwark Local Governing Body [4]

Name	Appointed as
Antony Smyth – Chairman	Appointed by the Trust Board
Hilda Cheong - Vice-Chair	Appointed by the Trust Board
Lucas Green - Vice Chair	Appointed by the Trust Board
Simon Atkinson	Appointed by the Trust Board
Elaine Davis	Appointed by the Trust Board
Keith Bottomley	Appointed by the Trust Board
Harvey McEnroe	Appointed by the Trust Board
Vicky Mills	Appointed by the Trust Board
VACANCY	Appointed by the Trust Board
VACANCY	Appointed by the Trust Board
Fiona Edlin	Parent Governor (elected)
Ann Chuyi Wang	Parent Governor (elected)
VACANCY	Parent Governor (elected)
Mickey Kelly	Executive Principal
Richard Bannister	Executive Principal
Steve Burgess	Staff Governor (teaching)
Maya Pursani	Staff Governor (non-teaching)

[1] The Trust appoints all members of a LGB in consultation with the City Corporation, with the exception of the Chair who is appointed with the approval of the City. The Trust's Articles of Association require that there are at least two parent governors on each LGB.
[2] City Corporation employee.
[3] City Corporation employee.
[4]The Southwark LGB is a joint LGB for The City of London Academy Southwark, Redriff Primary School City of London Academy and Galleywall Primary, City of London Academy.

City of London Academy Shoreditch Park[5]

Name	Appointed as
Robert Howard, Ald. – Chairman	Appointed by the Trust Board
Barbara Hamilton[6]	Appointed by the Trust Board
Mark Malcolm	Appointed by the Trust Board
Ryan Shorthouse	Appointed by the Trust Board
Sheila Scales	Appointed by the Trust Board
Rita Krishna	Appointed by the Trust Board
Sue Roberts	Appointed by the Trust Board
Mark Lowman	Appointed by the Trust Board
Holly Arles	Principal – Ex officio
Liam Smyth	Staff Governor (Teaching)
Christel Manitou	Staff Governor (Non-Teaching)
Rebecca Couper	Parent Governor (elected)
Mark Sullivan	Parent Governor (elected)

City of London Academy Highgate Hill[7]

Name	Appointed as
Roy Blackwell – Chairman	Appointed by the Trust Board
Kristin Baumgartner	Appointed by the Trust Board
Valerie Bossman-Quarshie	Appointed by the Trust Board
Josh Burton	Appointed by the Trust Board
Richard Crossan	Appointed by the Trust Board
Mark Emmerson[8]	Appointed by the Trust Board
Julie Robinson	Appointed by the Trust Board
Simon Turner	Appointed by the Trust Board
Prince Gennuh	Principal – Ex officio
Peter Bremner	Teaching staff governor
Moji Jaiyesimi	Non-teaching staff governor
Donaleen Johnson	Parent Governor (elected
Katerina Jenkins	Parent Governor (elected)

City of London Academy Highbury Grove

Name	Basis of Appointment:*
Mark Boleat CC - Chairman	Appointed by the Trust Board
Colette Bowe	Appointed by the Trust Board
Joe Caluori	Appointed by the Trust Board
Helen Curran	Appointed by the Trust Board

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[5] Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment.
[6] Corporation employee
[7] Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment
[8] Chief Executive and employee of the Trust

Maggie Elliott	Appointed by the Trust Board
Rachel Sherman	Appointed by the Trust Board
Michael Simpson	Appointed by the Trust Board
Richard Verrall	Appointed by the Trust Board
Clare Verga	Principal – Ex officio
Aimee Lyall	Teaching staff governor
Sarah Counter	Non-teaching staff governor
Neale Coleman	Parent Governor (appointed)
VACANCY	Parent Governor (elected)

Newham Collegiate Sixth Form College (Interim Governing Body at pre-opening)

Name	Basis of Appointment:
Rachel McGowan - Chair	Appointed by the Trust Board
Caroline Haines, CC	Appointed by the Trust Board
Gerald Mehrtens[9]	Appointed by the Trust Board
Lakmini Shah	Appointed by the Trust Board
Sophie Tuhey	Appointed by the Trust Board
Anthony Wilson	Appointed by the Trust Board
Ian Wilson	Appointed by the Trust Board
Mouhssin Ismail	Principal – Ex officio
VACANCY	Staff Governor (Teaching)
VACANCY	Staff Governor (Non-Teaching)
VACANCY	Parent Governor (elected)
VACANCY	Parent Governor (elected)

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[9] City Corporation employee.

Co-Sponsored Academies[10]:

The City Academy, Hackney (6382192)

Name	Basis of Appointment
Dawn Elliot	KPMG Sponsor Governor(Chair)
Catherine McGuinness	CoL Sponsor Governor (Vice Chair)
Katie Dowbiggin	CoL Sponsor Governor
Anne Fairweather	CoL Sponsor Governor
Vladimir Savic	CoL Sponsor Governor
Tjis Broeke	CoL Sponsor Governor
Rob Hortopp	KPMG sponsor governor
Mark Essex	KPMG sponsor governor
Jeff Kennelly	KPMG sponsor governor
Amanda Brown	KPMG sponsor governor
Anntoinette Bramble	Local Authority Governor
Mark Malcolm	Head teacher
Rachel Halpin	Non-teaching staff governor
Emily Vicary	Teaching staff governor
Sophie Conway	Parent Governor (elected)
Lola Malaolu	Parent Governor (elected)
Stephen Webster	Parent Governor (elected)
Rita Krishna	Community Governor

City of London Academy Islington Limited (6426966)

Name	Basis of Appointment
Henry Colthurst, CC	CoL Sponsor Governor (Chairman)
HH Philip Katz	CoL Sponsor Governor
Russell Wilmer	CoL Sponsor Governor
Ann Holmes, CC	CoL Sponsor Governor
Ron Zeghibe	City University Sponsor Governor
Lady Helen Curran	City University Sponsor Governor
Marion O'Hara	City University Sponsor Governor
Michael Laurie	Governor Co-opted by the Board
Professor Richard Verrall	City University Sponsor Governor
Councillor Joe Caluori	Local Authority Governor
Clare Verga	Principal – Ex officio Governor
Angela Davies	Teaching staff governor
Ruth Johal	Non-teaching staff governor
Amy Hulley	Parent Governor
William Paulton	Parent Governor
VACANCY	Community Governor

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[10] The directors/trustees of the co-sponsored academy trust companies are also the governors for the relevant school, as each trust company is responsible for only one school.

Independent Schools

City of London School

Name	Basis of Appointment 2017/18
James Thompson – Chairman	Commoner
Timothy Levene - Deputy Chairman	Commoner
Vincent Keaveny	Alderman
Alexander Barr	Commoner
Keith Bottomley, Deputy	Commoner
Dominic Christian	Commoner
Marianne Fredericks	Commoner
Caroline Haines	Commoner
Ian Seaton	Commoner
Edward Lord OBE JP, Deputy	Commoner
Sylvia Moys	Commoner
Ronel Lehmann	Co-opted
Lord Levene of Portsoken KBE	Co-opted
Christopher Martin	Co-opted
Paul Madden	Co-opted
Paul Stein	Co-opted
Rosie Gill	Co-opted
Clare James, Deputy	Ex officio (Chairman of the Board of the City of London School for Girls)
Roger Chadwick, Deputy	Ex officio (Chairman of the Board of the City of London Freemen's School

City of London School for Girls

Name	Basis of Appointment 2017/18
Clare James, Deputy - Chairman	Commoner
Nick Bensted-Smith JP -Deputy Chairman	Commoner
William Russell, Sheriff	Alderman
David Graves	Alderman
Randall Anderson	Commoner
Emma Edhem	Commoner
Tom Hoffman, Deputy	Commoner
Ann Holmes	Commoner
Robert Merrett Deputy	Commoner
Sylvia Moys	Commoner
Richard Regan, Deputy	Commoner
Sir Michael Snyder	Commoner
Rehana Ameer	Commoner
Tijs Broeke	Commoner
Professor Anna Sapir Abulafia	Co-opted
Mary Ireland	Co-opted
Dr Stephanie K L Ellington	Co-opted
Elizabeth Phillips	Co-opted
VACANCY	Co-opted
Soha Gawaly	Co-opted

Name	Basis of Appointment 2017/18
James Thompson, CC	Ex officio (Chairman of the Board of the City of London School)
Roger Chadwick, CC, Deputy	Ex officio (Chairman of the Board of the City of London Freemen's School

City of London Freemen's School

Name	Basis of Appointment 2017/18
Roger Chadwick, Deputy - Chairman	Commoner
Philip Woodhouse, Deputy - Deputy Chairman	Commoner
Alastair King	Alderman
Dame Fiona Woolf	Alderman
John Bennett, Deputy	Commoner
Stuart Fraser CBE	Commoner
Michael Hudson	Commoner
Vivienne Littlechild JP	Commoner
Hugh Morris	Commoner
Graham Packham	Commoner
Elizabeth Rogula, Deputy	Commoner
Shravan Joshi	Commoner
VACANCY	Commoner
VACANCY	Commoner
Nicholas Goddard	Co-opted
Andrew McMillan	Co-opted
Councillor Chris Townsend	Co-opted
Gillian Yarrow	Co-opted
Brian Harris	Co-opted
VACANCY	Co-opted
Clare James, CC, Deputy	Ex Officio (Chairman of the Board of the City of London School for Girls)
James Thompson, CC	Ex Officio (Chairman of the Board of the City of London School)

Local Authority Maintained School

Sir John Cass's Foundation Primary School

Name	Basis of Appointment:
Matt Piper	Chairman
Rev Laura Jorgensen	Vice Chairman and Foundation Governor
John Fletcher	Local Authority Governor
Edward Keene	Foundation Governor
Jacqueline Greenlees	Foundation Governor
Sally Moore	Foundation Governor
Andy Wright	LDBS governor
Deputy Henry Jones	Local Authority Governor
Dominic Alexander	Foundation Governor
David Willams	Foundation Governor
Tim Wilson	Headteacher
Bonita Makin	Non-teaching staff governor
Anna Godas	Parent Governor

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Annual Action Plan
September 2018-July 2019
Education, skills and cultural and creative learning

Introduction

Across the areas of Education, skills and cultural and creative learning strategy there are **five** areas which will be the focus of activity for the 2018/19 academic year. These are:

1) Delivery of exceptional quality of education in the Family of Schools.
2) High quality exposure to the world of work for all pupils in the Family of Schools at all stages of education to enable them to make informed career choices.
3) An educational experience in the Family of Schools that enriches and inspires through the learning opportunities which the City's cultural, heritage and environmental assets offer.
4) Delivery of high quality adult education, training and apprenticeships.
5) Learning experiences promote 21st century 'fusion skills', through programmes that offer a mix of academic, creative, digital and emotional learning.

The following table outlines the key actions across the year associated with these five focus areas and includes an overview of the key events, activities and milestones aligned to budget and reporting for each of the areas.

Overall Action	Key Actions	Key events/milestones	Budget Allocation
Deliver exceptional quality education in the Family of Schools that meets the challenges and skills requirements now and in the future.	Classroom lessons inspire and challenge pupils. Benchmarking of best practice across London to improve the City School education offer and ensure quality. High levels of lifelong learning are evidenced by leaders, teachers and pupils. A framework of clear accountability, challenge and support exists for the Family of Schools and standards are reported to the Education Board. Governors are up to date with latest statutory requirements and good practice and advice and training is provided for Governors to ensure that our schools are compliant with the arrangements	Annual data collection ensures exceptional progress for all pupils (E)[1] Annual monitoring and reporting of school exclusions with desired performance to always be zero (E) Annual monitoring of place planning to ensure that school places are being provided in areas of need (E) Annual external scrutiny meeting for all academies (E) A training programme for middle and senior leadership (E) Termly Headteachers' Forum and annual conference (E) (At least) termly school visits/impact visits to all academies (E) Application through PIP bids for a specialist data officer (E)	800K 10K 10K TBC

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[1] The letter in brackets indicates the lead area of responsibility (E) = Education; (C) = Culture; and, (S) = Skills

	necessary for good governance and accountability within our schools.	Ofsted inspections reported to Education Board (E)	
		Annual monitoring and reporting of school admission arrangements to ensure our schools are reaching the target communities (E)	
		A time-limited position/contract to audit, map, review and quality assure the safeguarding strategy across all DCCS policy areas and ensure that the implementation and reporting processes are fit for purpose, compliant and thorough (E)	30K
		A link governor is appointed for safeguarding at all our schools and attends training (E)	
		Participate in a social mobility pilot	10K
		Participate in a pilot project of the Mental Health and Schools Link Programme[2] to improve the mental health of young people (E)	1K
		A termly forum occurs for the Chairs of Governors and co-sponsors to meet to share information and develop working practice and expectations across the family of schools (E)	10K
		Termly governor training events have occurred, and they are well attended and relevant (E)	
High quality exposure to the world of work at all stages of education to enable pupils to make informed career choices	A comprehensive creative careers strategy is delivered to all pupils in the Family of Schools.	Careers Week event to be held (E)	10K
		Establish an education to business hub (S)	10K
	Work with the Livery Companies and businesses to build on the work they are doing in the skills area to establish an education to business hub to deliver a coordinated programme of work placements for pupils and teachers in the Family of Schools.	A link governor for skills and employability is on each governing body of the Family of Schools to ensure that they have a published careers policy and curriculum and regularly scrutinise implementation and impact (E)	
	Work experience is a sequential induction to the world of work from Early Years, becoming more formalised as pupils get older.	Good quality work experience placements are open to all pupils in the Family of Schools, regardless of their background or personal connections to businesses (E)	10K

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[2] Anna Freud National Centre for Children and Families This opportunity supports the mental health and wellbeing of children and young people by improving the way that mental health services and schools and colleges work together.

	Pupils are exposed to professionals working in the creative and cultural industries including dancers, musicians, writers, makers, designers, and the range of production and post production entrepreneurs and creatives. All pupils in the Family of Schools will be able to hear from and be inspired by artists and creative professionals across a range of fields in each year of their schooling.	Work placements are well-planned and ensure pupils are engaged in interesting tasks and get experience that they can apply when they start looking for employment (E) Self-employment and 'solopreneurs' trends are reflected in work experience offers (S) Clear progression routes exist for talented arts pupils into cultural and creative employment, including apprenticeships (S) Governors for Schools Enterprise governor training programme developed and implemented (E)	11K
Provide an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer, combining creativity, innovation and enterprise alongside tradition and continuity.	To ensure that pupils have a voice in arts and cultural decision making including the participation of the Family of Schools' pupils in Youth panels (e.g. the Barbican Youth Panel, Museum of London Youth Panel, City of London Youth Board). Create an ambitious programme for progressive music education in all our schools, and performing arts education programme, to support London's Music Hubs and local Cultural Education Partnerships, in preparing the ground for the proposed Centre for Music, Museum of London and wider Culture Mile Learning ambitions. Develop relationships with other local Cultural Education Partnerships and cultural destinations to join-up resources, deliver shared ambitions, and maximise the cultural and heritage assets of the City of London. Creative Enterprise Zones provides opportunities for local creative industry jobs for the pupils in the Family of Schools and beyond.	A Culture Forum meets three times per year - including the appointment in each school of both a cultural governor and a cultural lead teacher/adviser (C) Review and develop talent pathways for pupils in the Family of Schools ensuring that there are clear and delineated access routes into further opportunities and no examples of talented pupils not having the 'next steps' to develop their interests and skills (C) Expand the young musical leaders programme to promote further outreach to Primary Schools (C) Children and young people perform in professional quality venues at least three times per year to encourage sharing with families (E) Convene an annual meeting of other London, national and international cultural venues and cities of innovation (C) Research has been conducted and reported into feasibility of Creative Enterprise Zones (C)	12K 8K 10K 10K 18K 5K
Deliver high quality adult education,	ASES to continue to improve the learning experience and the success of learners, the	Successfully deliver apprenticeships for the City of London Corporation and others (S)	160K

training and apprenticeships.	services and resources to promote wellbeing amongst learners, while delivering academic excellence in learning, teaching and knowledge exchange.	Annual monitoring to continue the outstanding apprenticeship completion rates, remaining above 95% (S)	
		Annual reporting of achievement of an 100% destination and progression pathway for apprentices (S)	
	Develop innovative approaches to learning and teaching for industry-relevant courses including work-based learning and apprenticeships.	Annual monitoring of an increase in the uptake of adult education courses by City of London residents (S)	
	Enhance the apprenticeship and adult learning experience by creating a sense of belonging through collaborative learning and social interaction, and by ensuring that our learners are partners and co-creators in academic activity and governance.	Baseline assessment of the current use of ICT in the ASES curriculum with annual monitoring of an increase the effective use of ICT in teaching, learning and assessment (S)	20K
	Continue to excel in providing progression routes.	Annual monitoring to assess an increase the proportion of apprentices from Black, Asian and Minority Ethnic (BAME) backgrounds by 20% (S)	
	Every apprenticeship will be a high-quality opportunity that delivers the skills, knowledge and behaviours that employers are looking for.	Review planning and resource allocation so that ASES continues to provide exceptional value for money while ensuring a closer alignment to strategic priorities (S)	
	Improve the learning experience and learning outcomes for learners impacted by disadvantage.		
Learning experiences promote the development of 21st century 'fusion skills', through programmes that are a mix of academic, creative, digital and emotional learning.	Reception through to post school age, City Corporation schools provide the pupils with sustained vocational education throughout the school day, building core behaviours and fusion skills that businesses want.	Five high profile digital and fusion skills influencing events are held during the year (C)	15K
		Three fusion skills pilots have been established in the Family of Schools – Years 1 and 2; years 5 and 6; and, Years 7 and 8 – including development of an assessment and reporting tool (E)	15K
	Pupils in the Family of Schools and beyond have access to the information, advice and experiences to progress into fulfilling careers, including in the creative industries and City sectors requiring Fusion Skills.	A high-level audit conducted of the current skills, expertise, existing practice around fusion skills to understand needs and alignment, and to use this knowledge to create CPD for teachers, artists, and cultural practitioners to improve leadership across Culture Mile Learning partners in fusion skills and to deliver a learning programme across the Family of Schools for fusion skills development (C)	10K

	Ensure that technical and employability skills, including digital, future, and fusion skills are integral to the City Corporation's educational offer.	A Challenge Prize has been conducted to identify and explore further models to pilot how fusion skills can be most effectively developed (C)	50K
	Additional funding is available to develop 'fusion' skills - the so-called higher order, 'soft' skills needed for future world of work and society more generally.	CPD training ensures that teachers of non-arts subjects have approaches and methods for including the arts and culture in lessons to enhance innovation, interest, practical leaning, enjoyment to boost the pupils' enjoyment of learning and success (C)	30K
	The City Family of Schools are innovative and inspiring places to learn where practices are research informed, and where the schools take risks and to pilot new and original approaches.	Pupils in the City Family of schools attend high profile functions including prefects' dinner, subject dinner, debating, sporting and leadership days, City No. 3 breakfasts, chess competitions, essay competitions, Lord Mayor's parade, concerts, and other events (E)	46K

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Appendix One - Digital Skills Strategy, Proposed Final Version
Strategy Author: Sufina Ahmad, Corporate Strategy Manager

Digital Skills Strategy, 2018-23
Shaping tomorrow's City today

Foreword by the Lord Mayor and the Chairman of Policy and Resources

From water and steam, to electric power, to electronics and information technology, we are now well into the Fourth Industrial Revolution. This time, it is about harnessing *digital* power. Digital encourages us to think without boundaries or limits. It empowers us to re-think the art of the possible for individuals, communities, places and the economy. In all areas of our lives we are feeling the impact and the rapid rate of change of the digital revolution.

We have been longstanding champions of the role of the City of London Corporation in shaping tomorrow's City today. This strategy will play a major role in bringing in those changes. It outlines the activities that we will prioritise to ensure that people and businesses are equipped to take advantage of digital technologies and innovations to help themselves and their economies thrive.

The City Corporation understands the importance of supporting the digital sector – one of the fastest growing sectors in the UK. In London this is particularly the case as the capital has developed and maintained its status as a global hub for digital innovation. Through organisations like Tech Nation, London's digital expertise is increasingly mirrored across the UK. As a result, we are committed to supporting the digital sector in London, with a specific focus on the City – the financial and commercial heart of the UK economy – and working with other cities across the UK to support a truly digital nation.

The UK has much to be proud of in terms of our contribution to digital innovation. We must continue to find new ways to unlock our creative and competitive edge. We want to work with individuals and communities – across business, education, and charities – to think about how we can use digital skills to compete in the ever-changing modern world. We want to progress at speed to prepare people for jobs now and in the future, filling any skills gaps or shortages that are identified, and ensuring that no one is left behind digitally.

Alderman Peter Estlin The Rt Hon the Lord Mayor	**Catherine McGuinness** Chairman, Policy and Resources

November 2018

EXECUTIVE SUMMARY: Digital Skills Strategy at the City of London Corporation, 2018 – 23
Shaping tomorrow's City today

About us:

The City Corporation's reach extends far beyond the boundaries of the Square Mile and the City, across the private, public, charitable and community sectors. Our digital skills strategy supports the aims set out in our Corporate Plan for 2018-23 to contribute to a flourishing society, support a thriving economy and shape outstanding environments.

Our vision:

People and businesses, across the City, London and beyond, are equipped to take full advantage of digital technologies and innovations to help themselves and their economies thrive.

Our outcomes:

1. The City, London and the UK have the skills, talent and digital expertise they need to drive digital productivity and competitiveness.
2. People and businesses have the digital skills they need to thrive in all aspects of their lives.

Who we will work with:

- The residents, learners and workers we work with directly.
- The businesses we support in the City, London and beyond and government.
- The communities we support through our charitable giving, distributed mainly via City Bridge Trust.

Our priorities:

Digital Competitiveness	Digital Creativity	Digital Citizenship
Our activities:		
Working with businesses we will explore the ways in which we can: • Support digital innovation and enterprise. • Enable businesses to better protect themselves from cyber attack. Links to Corporate Plan Outcomes 5, 6, 7, 8.	Working with businesses, educators and civil society, we will consider how we can: • Raise educational aspiration and attainment in terms of digital skills. • Prepare our learners, for the jobs of the future, in terms of the necessary digital skills, behaviours, attitudes and competencies. Links to Corporate Plan Outcomes 3, 8, 10.	Working with individuals and communities, we will consider how we can: • Use digital skills to address barriers and gaps to improve access and participation. • Use digital skills to connect the capital, enable positive transitions and provide advice and support. • Improve cyber, digital and financial inclusion and safety. Links to Corporate Plan Outcomes 1, 2, 3, 4.

Implementing this strategy:

We will embed collaboration, thought leadership and innovation across all aspects of our digital skills work, in order to deliver the vision, priorities, outcomes and activities set out in this strategy, developing responses and interventions to the issues and opportunities that digital skills present society and the economy. We will promote and share our learning, championing the DQ™ digital intelligence framework as part of this. We will look outwards to identify where we want to intervene and track our impact.

Definition of digital skills:

Digital skills are the set of skills, attitudes and values which will enable people to thrive and flourish in current and future digital environments.

Purpose of this strategy

This strategy sets out the City of London Corporation's (City Corporation) vision, approach and commitment to digital skills from 2018-23, and will guide our digital skills work internally and externally.

There is already a clear focus on digital skills across many areas of our existing work, including employability, education, skills and cultural learning, which this strategy will develop further. It also aligns with our wider organisational ambitions as set out in our Corporate Plan for 2018-23.

How this strategy was developed

The development of this strategy has been overseen by key senior officers and elected Members at the City Corporation, alongside a dedicated cross-departmental Digital Skills Group. The group has included representation from our community and children's services, our education team, our economic development team, and City Bridge Trust – London's largest charitable funder. Together, they have assessed the effectiveness of our existing digital skills work and consulted externally with a wide range of individuals and organisations that are expert in digital skills, to identify the key areas of focus in this strategy, and the gaps, overlaps and best practice we can use to support with this.

Defining digital and digital skills

We consider digital to be an enabler which supports individuals, communities, businesses, government, the charitable and community sector and others to build skills, capabilities and value across a range of activities and processes, using data and advanced computerised technologies. Ultimately, digital skills are a set of skills, attitudes and values that enable people and businesses to thrive and flourish in current and future digital environments.

Digital skills and society

The UK Government's Industrial Strategy, produced by the Department for Business, Energy and Industrial Strategy in 2017, sets out a vision for building an economy that works for everyone. Alongside this, the Government published its digital strategy for a digital economy. It sets out seven strands of work that prioritise the availability of the necessary digital infrastructure throughout the UK for businesses to thrive and grow and for the UK to be the safest place in the world to live and work online. It cites several key enablers for this, including the safe use of data, the tools with which to start and grow businesses in the UK effectively, provision for all existing businesses to become a digital business, and support for everyone to have access to the digital skills they need.

The continued success and competitiveness of our economy depends on a skilled, talented and creative workforce, as well as engaged and included citizens. However, research and feedback from government, schools and employers regularly

show that a paucity of digital skills training in schools, or through higher education, is resulting in too few skilled individuals being prepared to enter the workforce and contribute to the digital economy.

This supply and demand imbalance is a challenge that needs addressing in many ways. The City is looking at what the Financial and Professional Services sector can do to ensure it has the digital workforce it needs. Creativity within digital skills partners well with the City Corporation's emphasis on 'fusion skills', within our education, skills and cultural learning offer, which prioritises the pursuit of so called 'soft' and creative skills, alongside technical and digital skills, in order to succeed in the digital age.

This issue is further exacerbated by an increased demand for skills experience, particularly digital and creative skills, within their existing and future workforces. Furthermore, given the pace of change in digital technologies, this requires a commitment from employers to learning and development, including lifelong learning opportunities, to ensure that they have workforces with the creative, specialist and soft skills they need to thrive within the digital age.

Ensuring that citizens are digitally engaged and included comes with both challenges and opportunities. Access to digital technologies and the skills with which to use them effectively can reduce vulnerabilities, isolation and the barriers and gaps that prevent access and participation. The UK Government's Digital Inclusion Strategy, published in 2014, calls for all people to access, use and benefit from the internet, by ensuring access to the internet is readily available and affordable, and that citizens are then equipped with the skills, motivation and trust to use the internet effectively.

There is already much research and thinking available on what it means to be a digital citizen that is part of a digital society and economy. Digital technologies are being used to support our engagement with all facets of society, including business, education, politics, government and more. Through this strategy, we will lead and convene cross-sectoral and cross-generational thinking on the best ways in which to respond to existing and emerging digital skills and opportunities identified. We are committed to supporting people and businesses to thrive by having the skills they need to take advantage of existing and emerging digital technologies and innovations.

Our vision

People and businesses, across the City, London and beyond, are equipped to take full advantage of digital technologies and innovations to help themselves and their economies thrive.

Our priorities and outcomes

Over the next five years, working in partnership with others, we will prioritise digital competitiveness, digital creativity and digital citizenship.

These three inter-connected strands translate into the following outcomes:

1. The City, London and the UK have the skills, talent and digital expertise they need to drive digital productivity and competitiveness.
2. People have the digital skills they need to thrive in all aspects of their lives.

Who we will work with

We intend to work in partnership with businesses and employers and government, the charitable and community sectors, and our schools, cultural institutions and libraries to co-design and deliver the activities associated with this strategy.

Our work will be aimed at benefitting the residents, workers and learners we support across our existing portfolios of work, including the 11,228 pupils that attend our family of schools. This will mean that we work with people both in and out of work who are participating in education, training or lifelong learning activities. We will also target our work towards people and communities that are at risk of being left behind, due to a lack of digital skills, to address the implications that this has on their ability to manage their finances, their health, their wellbeing, their social capital and connections and much more.

This strategy is a priority throughout the organisation, including the City of London Police, with committed leadership being offered jointly through our education and economic development teams, who will target businesses and employers and the pupils at our schools primarily. Support is also being offered from City Bridge Trust, the Lord Mayor's Appeal Charity and our Department of Community and Children's Services to work with people and communities at risk of being left behind.

What we will do

This strategy will prioritise the following kinds of digital skills activities:

1. **Digital Competitiveness**

   We will:

   - Convene stakeholders in a range of ways to understand and help to define the digital skills requirement for the future world of work, and how these will be met.
   - Support businesses in the City, including leaders within the financial and professional services sector, as they manage the impact of digital changes on their businesses and workers.
   - In partnership with others, explore ways to address existing and emerging skills gaps that businesses have identified, e.g. cyber security.

2. **Digital Creativity**

   We will:

   - Prepare our learners, for the jobs of the future, by raising their educational aspiration and attainment, in terms of the necessary behaviours, attitudes,

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competencies and digital skills, through careers advice, guidance, the curriculum, lifelong learning, and training.
- Offer meaningful work experience to our learners, to prepare them better for the digital world of work.
- Work with others to identify impactful digital ideas that can be scaled and developed by our learners, in partnership with others.
- Inspire under-represented groups to pursue technology and digital roles.

3. **Digital Citizenship:**

We will:

- Consider the role of digital and digital skills in removing barriers, overcoming gaps and improving access and participation in the activities and services that we deliver to our residents, workers and learners.
- Support charitable and community sector organisations which meet the funding guidelines of City Bridge Trust's Bridging Divides strategy to enhance their digital skills and related activities for the people and communities they support.

This strategy builds on our existing work to raise awareness and respond to the different needs of our stakeholders in terms of digital skills – particularly in terms of the work we do in our schools and with businesses in the City. In partnership with others, we have already started to design and implement, the following:

- **Influencing events:** Convening events that bring together different generations and different sectors to consider the digital skills issues of the day and their solutions.
- **A curriculum pilot:** A trial aimed at 165 Year 7 students at the City of London Academy Islington from 2018, with a further rollout to 240 Year 7 students at City of London Academy Highbury Grove in September 2019. The trial is a collaboration between pupils, learners, businesses and educators, which combines formal and informal learning methods to equip our pupils with the digital skills they require to thrive in digital work and non-work environments.
- **She Can Be:** A programme to inspire women and girls to take up careers in the City, including in technology and digital roles.
- **Work readiness:** Activities that explore the role of digital apps, such as Workfinder, in supporting young people from all social and economic backgrounds to access meaningful work experience in City businesses, as well as preparing learners and workers for the jobs of the future through careers advice, guidance, lifelong learning, education and training.

Links to other strategies

This strategy supports the City Corporation to fulfil its vision, as outlined in its Corporate Plan for 2018-23, for a *'vibrant and thriving City, supporting a diverse and sustainable London within a globally-successful UK'*. We aim to do this by *contributing to a flourishing society, shaping outstanding environments and supporting a thriving economy,* which involves strengthening the character, capacity

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and connections of the City, London and the UK for the benefit of people who live, learn, work and visit here. It supports the following outcomes in the Plan:

- Outcome 1: People are safe and feel safe.
- Outcome 2: People enjoy good health and wellbeing.
- Outcome 3: People have equal opportunities to enrich their lives and reach their full potential.
- Outcome 4: Communities are cohesive and have the facilities they need.
- Outcome 5: Businesses are trusted and socially and environmentally responsible.
- Outcome 6: We have the world's best legal and regulatory framework and access to global markets.
- Outcome 7: We are a global hub for innovation in finance and professional services, commerce and culture.
- Outcome 8: We have access to the skills and talent we need.
- Outcome 10: We inspire enterprise, excellence, creativity and collaboration.

It also links to our strategies on: Employability, Education, Skills, Cultural and Creative Learning, Bridging Divides (City Bridge Trust's five-year strategy), Philanthropy, Social Mobility, Culture, Culture Mile, Culture Mile Learning and Cyber Security. The diagram below shows the ways in which these strategies, and several others, connect together.
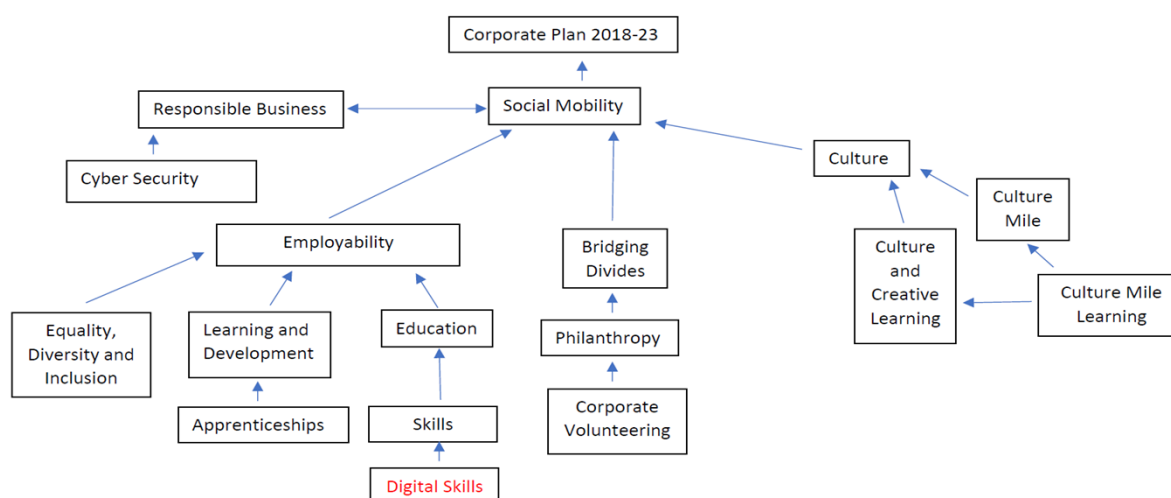

Implementation and measurement

To deliver this strategy successfully, the City Corporation will work in partnership with others to further define and understand the issues and opportunities that the digital skills agenda presents people and businesses we work with. Every activity or intervention that we deliver will be embedded within the relevant parts of the organisation, and their impact and effectiveness will be measured in terms of:

1. Its delivery of the vision, priorities, outcomes and activities within this strategy.

2. Its correlation to the sum of technical, mental and social competencies essential to digital life, as outlined by The DQ™ Institute, in the form of eight core digital skills in the DQ™ 'digital intelligence' framework below.
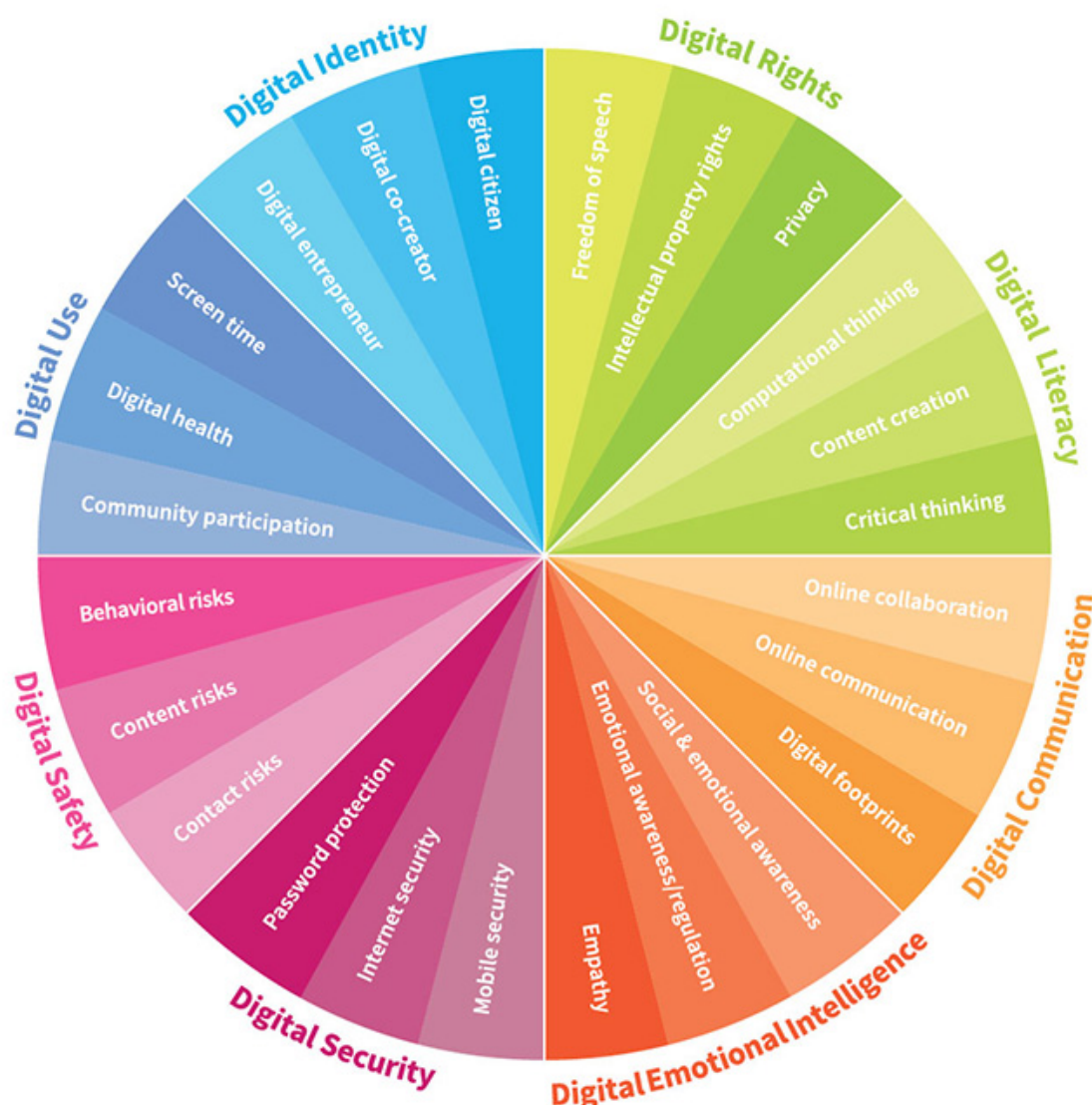
Conclusion

We are pleased to make a five-year commitment to digital skills through this strategy. The key measure of success for this strategy is that businesses and other communities and stakeholders that we support, including our residents, learners and workers, will have the digital skills they need to thrive in a digital economy and society. We will embed collaboration, thought leadership and innovation across all aspects of our digital skills work, sharing our learning, including our use and support for the DQ™ framework, with the stakeholders we work with internally and externally from different sectors and with a global outlook.

By virtue of paragraph(s) 1 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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